



ERASMUS DARWIN ACADEMY

Excellence for All

“Academy SEN Offer” (SEN Information Report)

REVISED SEPTEMBER 2019

Overview

Erasmus Darwin Academy is a comprehensive Academy with over 1070 students on roll. At the Academy, 9.6% of the student cohort have Special Educational Needs. To support students with Additional Educational Needs we have our Learning HUB facility, which is the base for our Learning Support Assistants. The Learning Support Team offer support in lessons, small group intervention and withdrawal workshop sessions, making use of the HUB's facilities.

Definition of Special Educational Needs (SEN)

A child and young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made.

A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age.

DfE (2014) Code of Practice

Types of SEN for which provision is made at the Academy

The Academy makes provision for the following Special Educational Needs;

- Specific Learning Difficulties
- Sensory Difficulties
- Autistic Spectrum Disorders
- Genetic Disorders
- Global Learning Difficulties
- Social, Emotional and Mental Health Difficulties
- Medical Problems
- Physical Difficulties

How does the Academy know if students need extra help?

The SEN 'Offer' at Erasmus Darwin Academy focuses on the needs of students who require additional support. We refrain from using the terminology 'Special Educational Needs' and use 'Additional Needs' as we believe in a needs-based approach where the needs of students are addressed at all levels.

Students may be included in arrangements outlined in the Additional Needs Document if:

- They are underperforming against age-related progress measures;
- They have a deficiency in one or multiple areas of the curriculum;
- They transition from Primary school having been on the SEN Register.

Any movement on or off the Additional Needs document will be communicated with parents/carers before a decision is made.

How will Academy staff support my child/young person?

Students at Erasmus Darwin Academy are supported in a variety of ways:

- Quality First Teaching;
- Learning Support Assistant/HUB based support;
- Specialist tuition/involvement of outside agencies.

How will the curriculum be adapted to meet the needs of students?

Teaching staff are expected to plan and prepare lesson materials to meet the needs of the individual students. Lesson observations are conducted to ensure that differentiation is appropriate for students with Additional Needs. Differentiation in the Academy may take any of the following forms:

By Additional Support - Intervention and additional help from an adult (Teacher, Learning Support Assistant or Sixth Form Student Support);

By Resource Support - Providing additional materials for students to consolidate understanding;

By Task - Different tasks for students to access, including graded learning pathways;

By Learning Styles - Different ways of approaching the task and presenting the information.

Differentiation will ensure that all students are able to access the planned learning activities in order to make progress within the lesson and over time.

How is student progress monitored?

The Academy collects and collates assessment data throughout the academic year for each year group. These Progress Review sheets are published to parents to show progress over time and progress towards intended outcomes (Target Grade).

Students with Additional Needs will also have a 'Multi-Element Plan' (MEP). Each term targets are set and provision is planned and reviewed with the student and parents. Students will experience three review cycles of MEP targets each year.

For students with an Education, Health & Care Plan (EHCP) or Statement of Special Educational Needs, annual review meetings will take place once a year on top of the MEP support offered for all students with Additional Needs.

How do we support students' overall well-being?

The Academy has a very strong House System. Each student is assigned to a House with a designated House Principal and a Tutor. Houses are supported by three Student Support Managers.

A student's Tutor supports his/her general welfare and makes sure that every child feels safe and settled.

The House Principal and the Student Support Managers will ensure that all staff know if extra support is required with transition, self-esteem, confidence or other issues relating to their well-being.

How do we support students with medical concerns?

The Academy manages medical needs with the view that children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at the Academy to help them manage their condition and keep them well.

We recognise that medical conditions may impact social and emotional development as well as having educational implications.

Student's medical conditions are recorded and visible to staff on our Management Information System (SIMS) where other relevant medical documents are also stored e.g. Care Plans. Students with prescribed medication are able to store medication in school with a completed Medication Administration Request form.

Students with food allergies are also made known to the catering team, special dietary requirements in relation to a medical condition can also be planned/catered for. Trip leaders for school visits are aware of any special provisions that need to be made for medical conditions as part of their planning for the visit.

Where a condition is long term or complex, an Individual Health Care Plan (IHCP) is formed in conjunction with parents and where possible health professionals. A plan is created and where the illness is deemed complex/critical, it will be reviewed annually however a plan can be actioned/reviewed at request should a parent have an immediate/particular concern surrounding a condition e.g. prior to transition or sudden change in symptoms. The IHCP helps us ensure staff are aware of how best to support your child. Information where relevant is also shared in staff training briefings.

The Health and Safety Officer (Director of Finance) is responsible for supporting students with Medical Needs. Other staff liaison maybe through the First Aiders in the Student Inclusion Zone and potentially the SENCO where the medical condition may affect class based learning/activities. House Principals and tutors may also be involved in supporting the students as part of their pastoral role.

What specialist services and expertise are available at or accessed by the school?

The Academy works collaboratively with Outside Agencies to offer a range of specialist support. The agencies that the Academy has access to are as follows:

- Speech, Language and Communication Referral;
- Special Educational Needs Support Service;
- Educational Psychologist;
- Autism Outreach Team,
- Local Support Team;
- Social Services;
- Education Welfare Officer;
- Specialist Dyslexia Tutor;
- Occupational Therapist.

What training have the staff supporting children and young people with Special Educational Needs or Disabilities (SEND) had, or are having?

Teachers have engaged with training to make them aware of the variety of our students' Additional Needs. They have also been trained to understand a range of strategies for teaching children and young people with different Additional Needs.

Learning Support Assistants at the Academy attend training sessions to improve provision and facilitate intervention for students with Additional Needs. Learning Support Assistants have strategic responsibility and accountability for different elements of learning support and have received training as appropriate.

We also have a Learning Support Team Manager who is a fully qualified Higher Level Teaching Assistant (HLTA).

What extra- curricular opportunities are available to students?

The Academy offers a variety of leadership opportunities open to all students.

The Academy also provides students with enrichment opportunities through 'Preparation for Life Days' every half term. In addition, there is a wide range of educational visits and residential experiences offered at the Academy.

All extra-curricular opportunities are open and available to all students and we closely monitor the involvement of students with Additional Needs in our wider curriculum offer.

How accessible is the school environment?

In order to meet legal requirements, ramped access points have been added to key areas around the school site. However, these adaptations do not enable full access to the Academy site. We have an elevator in the Sports Centre to secure access to the first floor. The Academy building has had new non-slip flooring put in place. We also have disabled access toilets on the ground floor and disabled parking spaces to the front of the Academy building.

How do we support transition?

Transition to secondary education for Year 6 students begins on 1st March, once school places have been published. Students with Additional Needs are invited to attend additional Induction Visits, building up to the full Induction Day with the whole Year 7 cohort. During the visits, students will be given a tour of the Academy site and access to the Learning HUB. Students will experience sample intervention workshops on social skills and learning skills.

All parents of Year 6 students attend a New Parents Evening with further opportunities to speak to the SENCo and House Principals. Additional meetings may also be scheduled where required. These meetings will involve the Primary school SENCo or Class teacher, a representative from the Academy and parents. Outside agencies may attend meetings where support from these services has already been in place.

How are resources allocated to support the needs of students?

The budget for Additional Needs is held by the SENCo at the Academy. The budget supports the deployment of Learning Support Assistants for student support on a one-to-one, small group or withdrawal basis. Students in receipt of an EHCP will receive their legal entitlement to support.

The Academy can apply for AEN/HLN funding if required. However, this must be with a specific intervention and outcome in mind.

Academy funding for students without an EHCP, is focused on the provision of withdrawal support and intervention programmes as well as support across the curriculum.

How is the decision made about support for students?

Students in receipt of an EHCP will have their entitlement to support and provision outlined by this legal documentation.

Students who enter the Academy in Year 7 with attainment below that expected for a child aged 11 years, may access a more bespoke curriculum. This curriculum is focused on the improvement of their literacy skills.

Students who need specific withdrawal support are identified by classroom teachers and Learning Support Assistants where there is a learning gap. The SENCo, Students and Parents will work together to plan appropriate interventions.

Students with social, emotional or mental health difficulties will have their needs supported as appropriate following liaison between House Principals, Student Support Managers and the SENCo.

Parents are informed of any referrals to outside agencies and a signature is required to support all such requests for external support.

How can parents be involved?

- Termly parental meetings to review MEP targets and provision;
- Attendance at Parental Consultation Evenings;
- Attending Parent Focus meetings.

Who can I contact for further information?

For Further information please contact:

Mrs A Mayer, SENCo

Erasmus Darwin Academy
Pool Road
Burntwood
Staffs
WS7 3QW
01543 685828
Email:
a.mayer@eda.staffs.sch.uk

Who can I contact if I have a concern or complaint about the SEN provision made by the Academy?

In the first instance, parents/carers should approach the SENCo to discuss their concerns. Should parents/carers continue to be dissatisfied, the Academy has a comprehensive complaints procedure which is available from the Parent section of the Academy's Virtual Learning Platform or upon request from the Academy.

The contact details of support services for the parents of students with SEN, including those for arrangements made in accordance with Section 32 of the SEND Regulations 2014.

SENDIASS Staffordshire Family Partnership

Tel: 01785 356921

Email: sfps@staffordshire.gov.uk

<https://www.staffs-iass.org/home.aspx>

A printed copy of "What if I do not agree with decisions about SEN Provision?" is available from the Academy Reception.

Staffordshire County Council Local Offer

For more information on Staffordshire's 'Local Offer' (Local Support Services available to parents, families and individuals with Special Educational Needs) please visit <https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

The Academy SEN 'Offer' is available in Hard Copy from Reception. Parents will also find a range of leaflets and information about the support available in the local area for parents, siblings and children with Additional Needs.